

Welcome to Back to School Night!



Classroom Information



Schedules

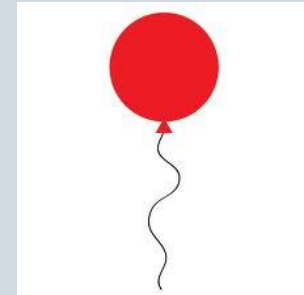


Students will be counted tardy if not in the classroom by 7:45 am. Our day ends at 3:05 pm.

Classroom Rules and Behavior Chart



Birthdays



You may send a treat for each student in the class but it must be individually wrapped and store bought.

Communication



Yellow folders, Tuesday folders and Blue Conduct folders

Wiki page

Phone, email, or note



Contacting
Our Teacher

Homework and Grades



Homework

- – Reading, Math and Spelling Menu (not graded)

Grades

- – 2 per week in Reading, Language Arts and Math
 - 1 per week in Science and Social Studies
 - Students will be given 1 opportunity to re-take failing tests. The average of the two grades will be recorded.

Conduct



“Fantastic 4” School Values

Be safe.

Be respectful.

Be responsible.

Be committed to learning

Promotion Standards



Overall Class Averages: 70% or
above in reading, language arts, and
mathematics

High-Frequency Word Evaluation:
Passing score during November,
February, April, or summer school
administration

Reading Assessments



- Developmental Reading Assessment (DRA) assigns a reading level. Average level for incoming 1st graders is 4 & average level for exiting 1st graders is 18.
- High Frequency Word Evaluation assesses ability to read sight words within a time frame.
- iStation assesses Phonemic Awareness, Letter Knowledge, Vocabulary, Alphabetic Decoding, Comprehension, and Spelling.

Curriculum



Reading



Spelling



Writing



Social Studies



Math



Science

Reading

STRATEGIES

Comprehension

Accuracy

Fluency

Expand Vocabulary


PRACTICE: DAILY 5

 Read to Self

 Read to Someone

 Listen to Reading

 Word Work

 Work on Writing

Reading



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graph BT; Decoding([Decoding]) --> Reading[Reading]; Fluency([Fluency]) --> Reading; Comprehension([Comprehension]) --> Reading;
```

Decoding

Fluency

Comprehension

Decoding Strategies

Decoding is the ability to apply your **knowledge of letter-sound relationships**, including **knowledge of letter patterns**, to correctly pronounce written words. Understanding these relationships gives children the ability to recognize familiar words quickly and to figure out words they haven't seen before.

Examples

Skip the Word



Go back and reread



Think:

What would make sense?

The car went ear.
Or
The car went eat.



Get Your Mouth Ready
for the 1st sounds



Look at the Picture



Sound it Out



Look for Chunks



Slide through the Whole Word



Chunk the Word

https://www.youtube.com/watch?v=eq5r_Vj32HE

Example:

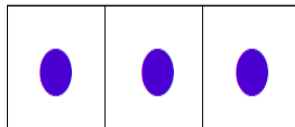
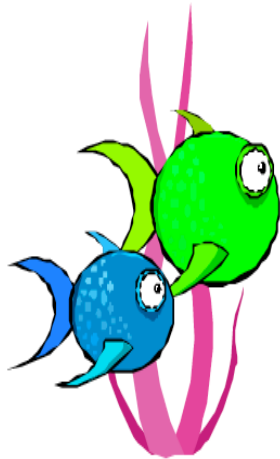
- holiday

hol i day

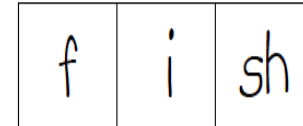
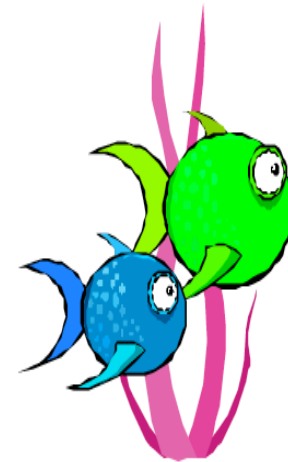
Sounding/Stretching Out the Word

Elkonin Boxes

- Count the sounds in the word with the child.
- Draw one box for each sound.
- Use chips to represent sounds at first.



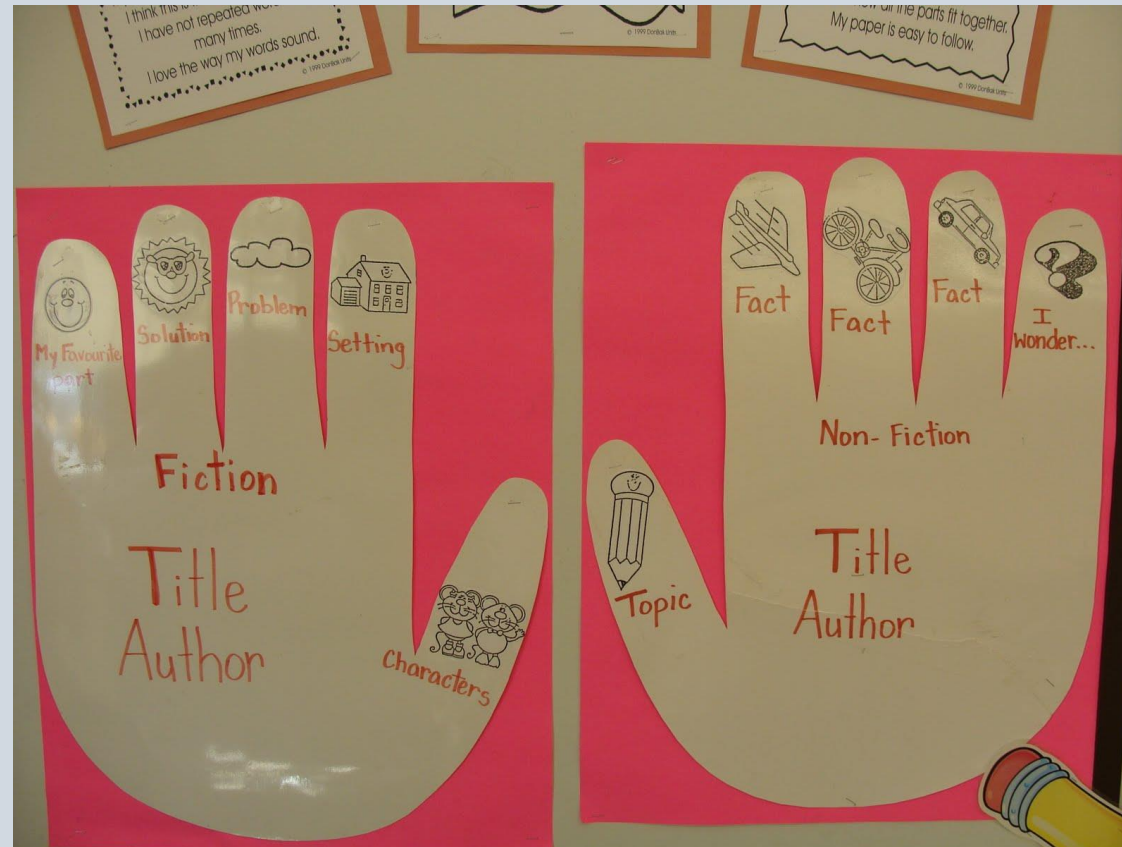
- Count the sounds in the word with the child.
- Draw one box for each sound.
- Use chips to represent sounds at first.
- Insert the letter(s) for each sound.



Comprehension

The 5-Finger Retell provides students with a highly structured strategy to guide the retelling of fiction and non-fiction texts. Each finger serves as a sequential piece of the retelling and becomes the clues that whisper to the theme/lesson or central message.

5-Finger Retell



Good readers
retell what
they read!

check for Understanding!

Who?

What?

Where?

Why?

How?

What happened?

When?

Check for Understanding Fiction

What is the setting of the story?

Who were the characters in the story?

Did one of the characters have a problem? Were they able to solve it? If so, how? If not, why not?

Did any of the characters change throughout the story? How? Was it a good change or a bad change? Why?

Would you recommend this story to a friend? Why or why not?

Did you enjoy this story? If so, what was your favorite part? If not, why not?

FICTION READING BUDDY QUESTIONS

Check for Understanding Nonfiction

Does the author try to persuade you in any way? How?

★

Can you identify the facts? The opinions?

★

What new information did you learn?

★

Did the reading leave you with unanswered questions? What are these?

★

How did you connect to the piece? Was it personal? Was it an issue that affects your community and the world? Explain.

★

Were there any photographs, illustrations, charts, graphs, or diagrams that were important? Explain why you believe each one was important?

NONFICTION READING BUDDY QUESTIONS

Words Their Way Differentiated Spelling

Words Their Way is a differentiated spelling program designed to target students at their individual readiness levels. A Spelling Inventory is given to determine each student's starting point. Students are grouped according to levels and given different spelling lists. Most classes will have 4-5 groups of students working on different spelling patterns.

| Stages and gradations → | Emergent | Letter Name - Alphabetic | | | | Within Word Pattern | | | Syllables & Affixes | Feature Points | Words Spelled Correctly |
|-------------------------|----------------------|--------------------------|--------------|----------|--------|---------------------|--------------|-------------------|---------------------|----------------|-------------------------|
| | Late | Early | Middle | Late | Early | Middle | Late | | | | |
| Features → ↓ Words | Beginning Consonants | Final Consonants | Short Vowels | Digraphs | Blends | Long Vowel Patterns | Other Vowels | Inflected Endings | | | |
| 1. fan | f ✓ | n ✓ | a ✓ | | | | | | 3 | ✓ | |
| 2. pet | p ✓ | t ✓ | e a | | | | | | 2 | | |
| 3. dig | d ✓ | g ✓ | i ✓ | | | | | | 3 | ✓ | |
| 4. rob | r ✓ | b ✓ | o ✓ | | | | | | 3 | ✓ | |
| 5. hope | h ✓ | p ✓ | | | | o-e | | | 2 | | |
| 6. wait | w ✓ | t ✓ | | | | ai | | | 2 | | |
| 7. gum | g ✓ | m ✓ | u ✓ | | | | | | 3 | ✓ | |
| 8. sled | | | e ✓ | | sl | | | | 1 | | |
| 9. stick | | | i e | | st | | | | | | |
| 10. shine | | | | sh | | i-e | | | | | |
| 11. dream | | | | | dr | ea | | | | | |
| 12. blade | | | | | bl | a-e | | | | | |
| 13. coach | | | | -ch | | oa | | | | | |
| 14. fright | | | | | fr | igh | | | | | |
| 15. chewed | | | | ch | | | ew | -ed | | | |
| 16. crawl | | | | | cr | | aw | | | | |
| 17. wishes | | | | -sh | | | | -es | | | |
| 18. thorn | | | | th | | | or | | | | |
| 19. shouted | | | | sh | | | ou | -ed | | | |
| 20. spoil | | | | | | | oi | | | | |
| 21. growl | | | | | | | ow | | | | |
| 22. third | | | | th | | | ir | | | | |
| 23. camped | | | | | | | | -ed | | | |
| 24. tries | | | | | tr | | | -ies | | | |
| 25. clapping | | | | | | | | -pping | | | |
| 26. riding | | | | | | | | -ding | | | |
| Totals | 7 17 | 7 17 | 5 17 | 17 | 17 | 17 | 17 | 17 | 19 156 | 4 126 | |

Math



- Everyday Counts Calendar
- IXL online math program. We will tape their log in cards in their yellow folder once we begin using the program at school.
- Go Math & HISD Planning Guides
 - Math Facts
 - BUILD Workstations: Buddy games, Using manipulatives, Independent, Learning about numbers, Doing Math (Small groups meet with teacher)

Every Day Math Sample Lesson

- Problem Solving Journal
- Math Talks (Number strings, Number of the Day)
- Whole Group Instruction
- BUILD Workstations/Small Group Math
- Closure/Evaluation (Exit Ticket)
- Review Homework

Math Units – 1st semester

- Unit 1: Establish math routines & Count forward to 120 (by 1's, 5's & 10's) & backwards from 100 (by 1's)
- Unit 2: Recognize, compose, decompose and represent numbers to 99
- Unit 3: Place Value- Generate, compare and order numbers to 99
- Unit 4: Count forward up to 120 (by 1's, 5's & 10's and by 2's to 20) and backward from 120 (by 1's)
- Unit 5: Data analysis
- Unit 6: Use models to generate & solve addition/subtraction word problems to 10 (result unknown and change unknown problems to 10)
- Unit 7: Money

Math Units- 2nd semester

- Unit 8: Use tools to illustrate, describe and measure length
- Unit 9: Classify, create, identify and compose 2 and 3 dimensional figures
- Unit 10: Identify fractions with 2 dimensional figures
- Unit 11: Time
- Unit 12: Recognize, compose, decompose and represent numbers to 120
- Unit 13: Place Value- Generate, compare and order numbers to 120
- Unit 14: Use models to generate & solve 3 and 4 term addition/subtraction result, change, and start unknown work problems to 20
- Unit 15: Use models to generate and solve comparison, difference unknown word problems to 20
- Unit 16: Count forward to 120 (by 1's, 5's & 10's) and backwards from 120 (by 1's)
- Unit 17: Financial literacy
- Unit 18: Use models to generate and solve addition/subtraction comparison, smaller and larger unknown word problems to 20

Global Learning

- Each 9 weeks we will facilitate a global lesson.

Science Scope & Sequence

Light, Heat and Sound Energy

Motion & Position

Magnetism

Earth Materials

Conservation

Patterns of Change

- Weather
- Objects in the Sky

Living Organisms vs. Nonliving Objects

Plant Parts

Animals Features & Life Cycles

Environmental Interactions

- Food Chains

Social Studies Scope & Sequence

Rules and Routines

Government

Understanding History

Understanding Economics

Good Citizenship

Understanding Celebrations

Geography

Remembering Important People and Events

Working in My Community

The Earth and Us

Technology

Recording the Changes in Our Lives

Making Decisions

Solving Problems

Into the Future

Volunteering



Please make sure you have been cleared
by the front office this year in order to volunteer 😊

Introducing our
room parent...
Ms. Shefman!

This document will be sent to
you via email and posted on our
classroom website.

Thanks so much for coming!
Have a great night!!